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ANNUAL REPORT
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INDIAN EDUCATION



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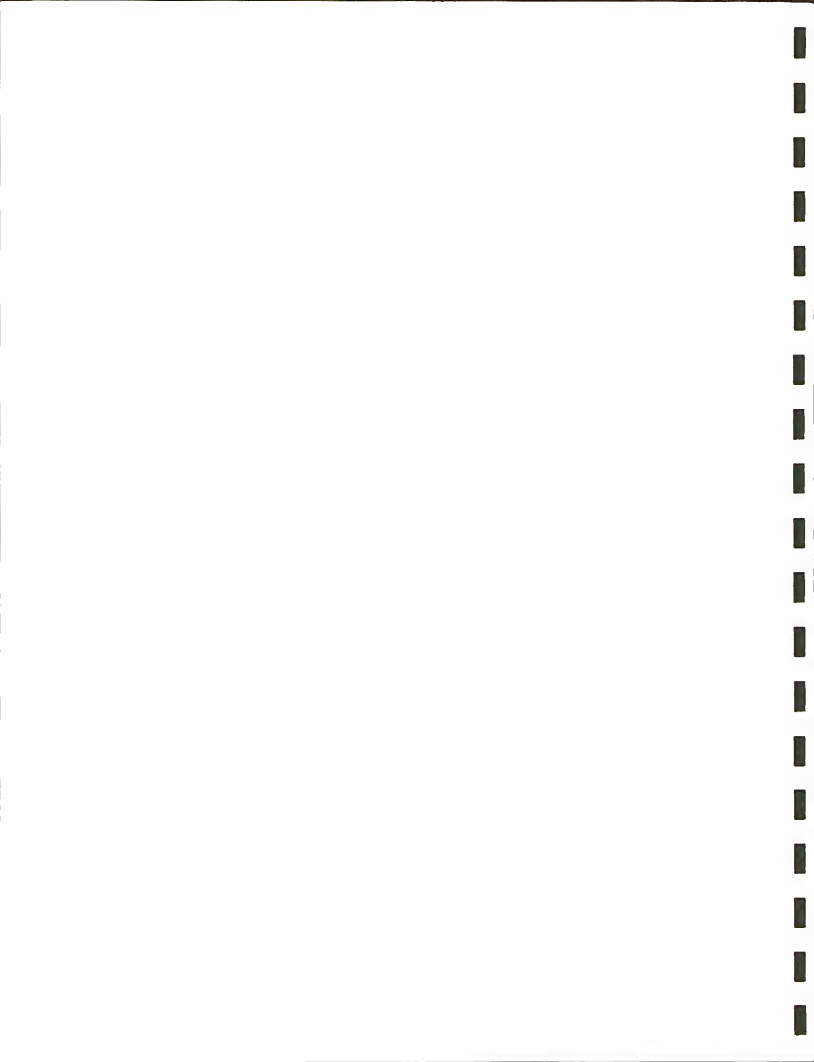
DIVISION OF INDIAN EDUCATION
STATE DEPARTMENT OF PUBLIC INSTRUCTION
Helena, Montana

To

UNITED STATES BUREAU OF INDIAN AFFAIRS

Harriet Miller
Superintendent of Public Instruction

William C. Howard
Director of Indian Education



ACKNOWLEDGEMENTS

As Director of Indian Education, I take this opportunity to express my appreciation to the following people for the assistance in preparing this report:

Administrators of the various schools engaged in Indian education who took time from a busy schedule of activities to fill out the forms from which we were able to gather data for this report.

College registrars, interested professors, and students who cooperated in supplying us with information concerning higher education.

James D. Crawford, Administrative Officer, Billings Area Office, Bureau of Indian Affairs, who kept us supplied with statistical data concerning the Bureau.

Jeanette Rogers, Secretary, who designed the cover, prepared the map and statistical tables, proof-read and typed the completed report, and did other tasks connected with publishing this report.

The staff members of the Department of Public Instruction who duplicated the copies.

Sincerely,



William C. Howard
Director of Indian Education

August 15, 1961



PREFACE

The Division of Indian Education, Department of Public Instruction, wishes to preface its annual report to the Bureau of Indian Affairs, U. S. Department of Interior with the section on Education from a summary report entitled A Program for Indian Citizens by the Commission on the Rights, Liberties and Responsibilities of the American Indian, 1961. The thought behind this being that perhaps there will be those that will have ready access to our annual report but not to the report of the above mentioned Commission. We feel that the Commission's report is worthy of consideration by all those interested in educating the American Indian.

EDUCATION

Introduction

"The object of Indian education should be to aid the Indian in becoming a responsible citizen adjusted to his surroundings and a full participant in the benefits of American life without the necessity of rejecting his ancestral heritage.

In 1960 there were 119,829 Indian children between the ages of 6 and 18 in school (excluding Alaska) and about 7,989 not enrolled. The number attending State schools was 77,262 (64 per cent); Federal schools, 32,179 (27 per cent); and mission schools, 10,388 (9 per cent). There has been remarkable progress in the last two decades in the number of pupils as well as in buildings and educational standards. However, many schoolhouses today are either dilapidated or lacking in modern facilities, so that much of the teacher's time is absorbed

stoking fires or similar chores.

The Indian pupils come from environments ranging from the vastness of the Navajo desert to the grazing lands of the Sioux in the Dakotas to the swamps of Florida and the resort land of Palm Springs, California.

Some Indians today have professional degrees, hold good positions in government and industry; others, with a meager education, live in grimy poverty, in communities where English is neither spoken nor liked, and often harbor resentments at what they consider past injustices.

Indian parents, without a tradition of formal education behind them, find it hard to understand its need or benefits. Poor families must sacrifice to keep their young ones in school. They have a hard time earning enough money for clothes and shoes and are loath to surrender the potential wage the children might earn. Such parents rarely give youngsters the incentive to attend school regularly or to continue to higher levels. In such cases adult education, which benefits not only the parent but indirectly the child, is called for. Also, the community school, where both adults and children gather to see motion pictures, learn methods of canning, and engage in other activities, was an important center for the group. In many places it has been abandoned.

Other Indian children come from English-speaking homes where there is an understanding of the ideals and customs of a technological society. These can find what they need in the instruction in public schools. But if the youngster does not understand or speak English or uses it only haltingly, and if his pre-school education has been mainly in the ways of an alien culture, he faces serious handicaps.

Public schooling, unless adaptations are made, is not now prepared to deal

with the non-acculturated non-English-speaking pupil. These children, unless they have had special instruction, are prevailingly over-age for their classes and their work is below academic norms, the degree depending on their background and the type of training they have had. As a result, proportionately more Indian pupils than white ones drop out of school. Although definite statistics are lacking, it would appear that relatively few go on to college, and only a small percentage graduate. This condition would probably be ameliorated if more counseling were supplied at the college level.

A child with cultural drawbacks seems unable to advance in school as he grows older. The need to learn an entirely new set of values which the public schools take for granted accounts in part for this.

On the other hand, to put a young child in a boarding school away from his parents may result in a lack of orientation in either the Indian or any other civilization. Even limited schooling may be preferable to the destruction of family and cultural ties and the resultant emotional and moral instability.

The Indian pupils' I. Q. is high, low, average, or not known. Available evidence supports the view that they have about the same mental equipment as other American children. Even the most gifted of either group may rank low in I. Q. tests under certain circumstances. These tests reflect "normal" exposure to books, English conversation, and even material gadgets, which underprivileged families, Indian or not, lack.

The present low levels of educational achievement among Indian children present a situation that will take time, even under the most favorable conditions, to correct.

One reassuring sign is the growing recognition among Indians of the need

for schooling. Twenty-five tribes provide funds for scholarships. The Navajo Tribe has established a ten-million-dollar scholarship trust fund; the Jicarilla Apaches have set aside one million dollars for the same purpose. The Southern Utes and the Ute Mountain Utes withhold a portion of their children's per-capita payments, putting it in trusts which may be used for their instruction. Almost any tribe with money will make it available to its youngsters who are qualified for further education.

Unfortunately, many families lack tribal or other resources to give their young people training. Financial assistance to enable the child to remain in grade or high school, as well as in college, is often indispensable. These scholarships and loans should be adequate to supply promising children not only living accommodations and books but also modest amounts of spending money.

By treaty, statute, and long undisputed practice and policy the United States has assumed obligations for the education of tribal Indians and has for generations operated Federal schools.

To fulfill this duty the United States appropriates funds under two major statutes. Money is given the Department of Interior for the direct operation of its own Indian schools and also for payment under contracts to States and school districts to contribute to the cost of instructing Indian pupils in public schools. These contracts are made under authority of the Johnson-O'Malley Act of April 16, 1934 (48 Stat. 596) which contemplates that the Secretary of Interior will fix minimum educational standards not less than the highest maintained by the State. This important requirement in the act permits the Federal Government to set and enforce standards and to see that teachers have a basic understanding of problems which develop from merging the two cultures. This money can also be

used for training teachers in techniques necessary for dealing with children where English is used as a second language, or for engaging supplementary teachers.

The policy for years has been to have Indians attend public schools. Recently, however, Congress appropriated money to the Department of Health, Education, and Welfare, Office of Education, to be paid school districts where Federal activities have an impact (Public Laws 815 and 874). These enactments, however, prohibit direction or control over the personnel, curriculum, or program of the public schools. Consequently, when this money is used for education of Indian children, the Federal Government is barred from setting standards or supplying the additional classes often needed by Indians.

Adult education was authorized by P. L. 959, passed in 1956. It has a fixed statutory limitation of \$3,500,000 annually. To be eligible, an applicant must be a tribal Indian between the ages of 18 and 35 living on restricted or trust land. This excludes Indians who have settled in cities and elsewhere from the benefits of such training.

In order to obtain outstanding teachers, tribes with sufficient income could augment teachers' salaries in the Federal schools, or hire additional teachers for children in the public schools. Even the poorer tribes might make a token payment toward their children's education, thus giving them an interest in schools.

Only if greater progress is made in the future than in the past and if programs of education adequate for Indian children at each stage of their acculturation are developed and swiftly put into effect can many of today's pupils be saved from becoming problem children, unable to cope with life. When, however, all Indian education, in whatever variety of school, is adapted to Indian needs, then and only then will the new generation of Indians take their rightful place as useful participants in the society around them.

EDUCATION

Recommendations

Indian education should afford the individual the opportunity of being educated to his full capacity. The schools which Indians attend, whether Federal, public, or private, should have the best of the curricula, programs, teaching methods, and guidance used in white education, modified and augmented to meet the special requirements of Indian students. The quality of the instruction the Indian student receives and its adaptation to his needs should be the prime consideration.

The support of the Indian community, its neighbors, and tribal and local government officials should be enlisted for the attainment of these goals.

In reaching these objectives, the education division of the Bureau should consider, on the one hand, the variations between groups, areas, Indian cultures, and the attitudes of adjacent communities, including the existence or absence of discrimination against the Indian child, and, on the other hand, the quality of the teaching staff and their ability to cope with the special difficulties of the student and his parents and to impart knowledge without destroying the moral influences and restraints of the child's family and culture.

In no case should public schools attended by Indians be required to lower their standards. Pains should be taken by all the authorities concerned to avoid any friction which might result from the additional financial burden put on the non-Indian taxpayer by educating Indians in public schools.

The problems raised by taking Indian youngsters from their homes to live in large dormitories, so as to enable them to attend public schools in cities, should be evaluated in terms of the individual's age, his emotional adjustment, and

a consideration of his home life.

In making arrangements for attendance of tribal Indians at public schools, the Federal Government, in fulfillment of its obligations, should require that adequate standards be maintained. If standards drop, the Federal Government should no longer allocate money to the school.

The educational duty of the United States does not diminish the obligations of the States, under their constitutions and laws, to educate Indians on a parity with their other citizens.

On the basis of the above criteria, Indian pupils should be divided into three general classes according to their capacity and background:

(a) Those who will profit from public school: In general, this group would include pupils from an English-speaking, stable family which has adopted the white culture in place of its Indian heritage.

(b) Those who will profit from a Federal school: these would be pupils chosen from unassimilated families because, among other things, they are unable to speak or understand English.

(c) Those for whom both Federal and public education should be considered.

For the Indian child in group (b) or (c), the following should be provided: early and continuous training in English; instruction in the history, culture, and accomplishments of the Indians; training in arts and crafts; teachers qualified to teach both English as a second language and Indian culture; the motivating of students of different languages and cultural backgrounds; special subjects that Indian children require, such as handling money, etc.

Teachers so qualified should have adequate compensation. Those in the Federal service should have a work-year equivalent in length to that customary in public schools. Besides teacher training, all those in contact with the Indian children--bus drivers, dormitory attendants, and teachers' aids--should have special training.

Children should have counseling through grade and high school. Vocational training should be supplied to those proposing to enter a trade. For those qualified to attend college suitable instruction should be given to equip them to enter and remain there. Counseling should continue through the college years.

Training should have as one of its continuing objectives to discover and enable pupils who show special promise to move into higher education and by this means qualify for executive positions either inside or outside the tribe.

Adequate scholarship, grants, and loans should be provided by the United State to Indians where needed.

Education for adults should be strengthened to include more subjects, as well as the use of TV and other modern techniques, and be extended to more reservations.

The monetary limitation of P. L. 959 should be raised and the restriction which makes this appropriation applicable only to tribesmen on Indian trust land should be broadened.

A strong parent-teacher relationship should be developed and community schools re-established; consultation of school authorities with tribal leaders should be facilitated.

Mission schools should be encouraged to continue to supply their share of the leadership.

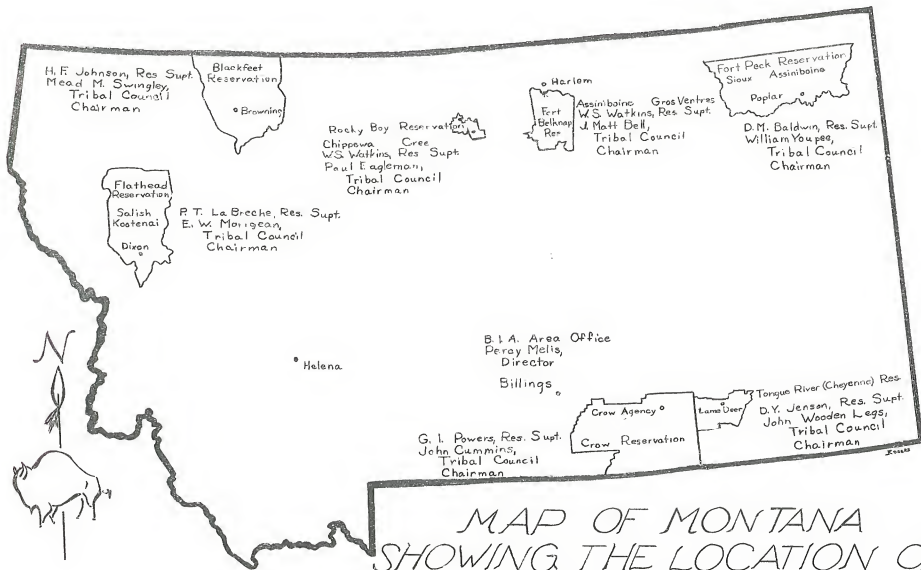
The Indian parent must see that his child attends school regularly and should encourage him to do well in his studies.

Where compulsory attendance laws do not exist in a tribe it should take action to have such legislation enacted and enforced.

Money for building schools and the repair of dilapidated ones should be supplied.

Among families in a low-income bracket, provision for economic improvement should go hand in hand with education."

A Program for Indian Citizens
Commission on the Rights, Liberties
and Responsibilities of the American
Indian, 1961.



MAP OF MONTANA
SHOWING THE LOCATION OF
AND INFORMATION ABOUT
THE INDIAN RESERVATIONS

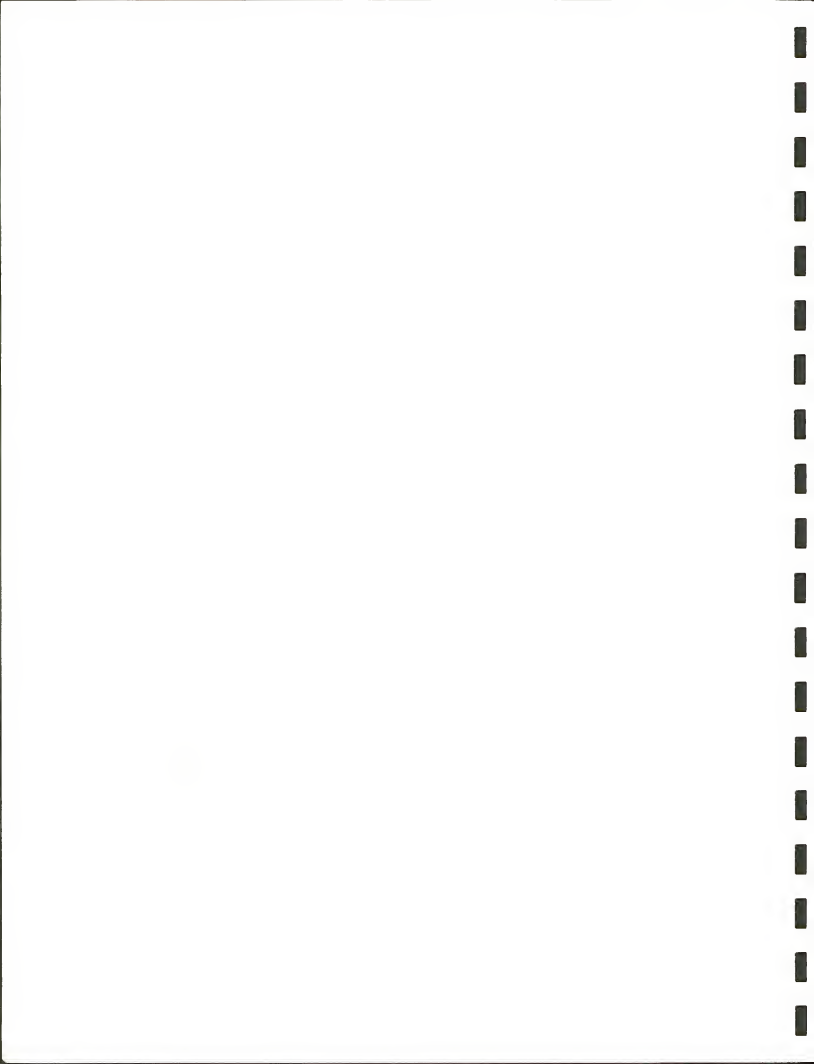
INCREASE OF INDIAN ENROLLMENT
IN MONTANA BY RESERVATION

Reservation	Enrollment		Remarks
	1956	1961	
Blackfeet	7,015	8,934	
Crow	3,578	4,148	
Flathead	4,360	4,914	
Fort Belknap	2,300	2,706	
Fort Peck	3,760	6,776	(reflects reclassification of enrollees)
Northern Cheyenne	2,120	2,303	
Rocky Boy's	1,317	1,447	
TOTAL	24,450	31,228	



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HIGHER EDUCATION

There appears to be a definite increase in the number of American Indian youth who are obtaining education beyond the high school. Many young Indians are realizing, just as many non-Indians, that a high school education is somewhat short of adequate in preparing a person for a life of service or equipping the person with a background for earning the income necessary to maintain a good standard of living.

Our records show that the mortality rate of Indian college students is going down; in fact, this year the units of Montana's University system have been able to hold close to 87% of the Indian students enrolled. The holding power of our private institutions has been equally as good or better. Of those that were lost none were for purely scholastic reasons.

The Division of Indian Education, Department of Public Instruction, has worked closely with the public schools and the Bureau of Indian Affairs in order to get more capable Indian high school graduates into schools of higher learning. It is our hope that a pattern will be established of obtaining further education which will cause an even greater scholastic achievement in high school and bring a greater amount of leadership to the reservations. Many of the administrators in public schools, who have Indian children enrolled, have asked that the Director of Indian Education and the Area Educationist of the Bureau of Indian Affairs discuss the matters of higher education and aids available not only with seniors but with lower classmen as well.

The Montana Indian Fee-Exemption Scholarship has been popular with Indian youth since it was enacted by our law-makers in 1951. The Division of Indian Education recommended to the last legislative assembly that the number of such

scholarships be increased and that a graduate of any accredited high school in Montana, if he meets the other criteria, may be eligible. Our legislators saw fit to pass the measure; therefore, the law now reads:

75-506.1. Indians permitted to attend without payment of fees--selection. Any person of one-fourth ($\frac{1}{4}$) Indian blood or more who shall receive a diploma and who shall have completed the regular course of a four-year accredited high school or federal Indian school in Montana, and shall have shown evidence of studious and industrious habits, shall be entitled, upon the recommendation of the state board of education, to enroll in any of the units of the university of Montana for four (4) years without the payment of fees required of students attending such institutions. The number of such Indians chosen each year shall not exceed twenty-four (24), of whom at least six (6) shall be enrolled for the purpose of training to become teachers. Rules and regulations governing the selection of these pupils shall be formulated by the state board of education and the state superintendent of public instruction is hereby designated as the agent of the board in carrying out this act.

This year the Division of Indian Education has established the use of a certificate rather than a letter as evidence that a student is entitled to the privilege of fee-exemption. Previously an application for renewal and a letter of confirmation were written by and to the student. Now, however, the certificates are issued once, and are valid for the full amount of fee-exemptions allowed under the law.

Several tribes in Montana have established aid programs for members of their own tribe who are seeking education beyond the high school. The size of the program is usually determined by funds available to the tribe. The management of these programs is vested in a committee of the tribe. The Director of Indian Education had the privilege of working with and observing representatives of the Crow tribal education committee. It is his observation that these people are careful with the allocation of these funds in order that they may be invested in those young people who will make the most with what they have. When the cost of education beyond the high school is reviewed, it certainly is reassuring to

read the following newspaper headline: Tribal Council Appropriates \$16,000 for Educational Grants.

The Bureau of Indian Affairs has been involved in education for a long time. The bureau maintains vocational boarding schools which offer post-high school courses and working scholarships in boarding schools located near schools of high learning. Also, through its branch of education and branch of relocations, the Bureau of Indian Affairs offers grants-in-aid for college and vocational training.

Many other scholarships are available to Indian students for general education and for special areas of training. Quite a number of colleges are eager to enroll Indian students, and have indicated that the school would arrange special scholarships for worthy Indian students.

The director of this division has had the privilege of meeting twice with the Council of American Indian Students at Montana State College. This is an on-campus Indian student organization under the very able sponsorship of Verne Dusenberry, Associate Professor of English, and leadership of Donald Martin. Mr. and Mrs. Ferenz Palffy offered the use of their beautiful home as a permanent meeting place for these Indian young people.

This group was organized for the purpose of learning more through association about other tribes, helping lower classmen to adjust to college life, and providing a social activity. Students holding office last year were Donald Martin, Victor Red Bear, Helen Youpee, Romona Russell, and Williamette Youpee. Students named for next year's officers are John Olson, Helen Youpee, and Roger St. Pierre.

This division pledges continued support and whatever assistance it can render to Indian college student organizations.

The division sent questionnaires, see Fig. 12, to students attending college

under the Montana Indian Scholarship program in an attempt to gather data to compare with that found on the application form, and additional information relative to future residence. Sixty-eight per cent of the questionnaires were returned. From the responses we were able to prepare the tables found in Figs. 3, 4, 5, and 6.

There was an Indian Youth Conference at Black Hills Teachers College, Spearfish, South Dakota, April 7-8, 1961. Montana Indian College students were invited, but plans did not materialize in order for the young people to attend.

Figures 1 and 2 give the names of the students attending units of the University under the Montana Scholarship Program and the classification of these people.

Figure 7 gives the names of students identified as having Indian blood who were enrolled at the various units of the University.

Figures 8, 9, 10, and 11 present data on students identified as having Indian blood who have been enrolled this year in private colleges.

Fig. 1.
CLASSIFICATION OF INDIAN SCHOLARSHIP STUDENTS
ATTENDING STATE SUPPORTED
COLLEGES
1960-1961

College	Frosh.	So.	Jr.	Sr.	Grad.	Total
Eastern Montana College of Education	4	2	1	0	0	7
Montana School of Mines	0	0	0	0	0	0
Montana State College	6	5	0	5	0	16
Montana State University	3	1	2	2	3	11
Northern Montana College	3	2	0	0	0	5
Western Montana College of Education	0	0	0	1	0	1
Totals	16	10	3	8	3	40

To qualify for the scholarship the student must have inherited at least one-quarter degree of Indian blood.

Fig. 2.
MONTANA INDIAN SCHOLARSHIP STUDENTS ATTENDING OR HAVING ATTENDED
UNITS OF THE UNIVERSITY
1960-1961

Eastern Montana College of Education	Montana State College	Montana State University	Northern Montana College Education	Western Montana College of Education
Ahtone, Levon Pickett, Dianna Real Bird, Wallace Red Wolf, Rosella Reed, George Tenbear, Joseph Toineeta, Kenneth	Big Spring, William Carson, Robert Magee, Carol L. Martin, Donald F. Martin, Wayne H. Olson, John W. Paul, Mary Kathryn Real Bird, Manuella Red Bear, Victor V. Russell, Ramona Snow, Malvina St. Pierre, Roger Trinder, Charles Whiteman, Norman Youpee, Helen Youpee, Willimette	Gray, Gerald Gray, Harold Kipp, James Kirkaldie, John R. Mac Donald, Wyman Pefaur, Donald Roy, Phillip E. Running Wolf, Eugene Sansaver, James L. Thompson, Ed Wing, Dale	Bighorn, Narcisse Fourstar, Robert P. Guardipee, Leonard L. Pipe, Robert Spotted Wolf, Stanley	Barber, James

Fig. 3.
MAJOR FIELDS OF INDIAN SCHOLARSHIP
COLLEGE STUDENTS
1960-1961

Major Field	Number
Accounting	1
Agronomy	1
Biology (Secondary Education)	1
Business Education	1
Commerce-Secretarial	1
Drafting	1
Elementary Education	4
Engineering	1
General	1
Geology	1
Industrial Arts	1
Nursing	1
Physical Education (Secondary Education)	2
Physical Science (Secondary Education)	1
Political Science	1
Secondary Education	1
Sociology	1
Total	21

Based on data received from questionnaires.

Fig. 4.
 CLASSIFICATION AS TO TRIBAL BACKGROUNDS OF
 INDIAN SCHOLARSHIP STUDENTS
 1960-1961

Tribe	Number
Assiniboine	9
Blackfeet	9
Chippewa	2
Cree	4
Crow	8
Flathead	3
Gros Ventres	0
Kiowa	1
Northern Cheyenne	0
Sioux	5

Based on data received from questionnaires.

Fig. 5.
MARITAL STATUS OF INDIAN SCHOLARSHIP
STUDENTS ATTENDING COLLEGE
1960-1961

Colleges	Single	Married	Separated or Divorced
Eastern Montana College of Education	1	2	0
Montana School of Mines	0	0	0
Montana State College	8	2	0
Montana State University	4	2	0
Northern Montana College	3	0	1
Western Montana College of Education	1	0	0
Totals	17	6	1

Data received from questionnaire responses.

Fig. 6.
REGISTER OF INTENTION
OF LIVING ON OR OFF RESERVATION
1960-1961

Colleges	On	Off	Undecided
Eastern Montana College of Education	0	2	1
Montana School of Mines	0	0	0
Montana State College	2	3	5
Montana State University	0	1	5
Northern Montana College	1	1	2
Western Montana College of Education	0	0	1
Totals	3	7	14

Data received from questionnaire responses.

Fig. 7.
MONTANA INDIAN NON-SCHOLARSHIP STUDENTS*
ATTENDING OR HAVING ATTENDED UNITS OF
THE UNIVERSITY
1960-1961

Eastern Montana College of Education	Montana State College	Montana State University	Northern Montana College of Education	Western Montana College of Education
Cline, Garland J. Edwards, Thomas Glenn, James Hawk, Sharon R. Michalek, Joseph Sterud, Robert Three Irons, Erlise Wallace, Nelson	Big Horn, Ernest C. Boyd, Jeannette Christopher, Gloria Dupuis, Carl Eaton, Sharon Moccasin, Wayne Parsons, Neil Sins, Frederick	Aubrey, Nile Baker, James E. Delaney, Jerry Demers, Harrison Dubay, James Gliddon, Ronald Johnson, James Pendergrass, Roberta Welch, Thomas A.	Azure, Kenneth Bagnell, Diana Blackman, Darryl Brown, Bill Collins, Edwina Dubay, Elaine DuCharme, Carol Fourstar, Patricia Fox, Mary Gardipee, Henry Gardipee, Stanley Hopkins, Robert McCluskey, Murton Madman, Ruby Mattee, Florence Paro, James Plumage, Glorian Quaring, Carolyn Reynolds, John M. Roundstone, Martin St. Pierre, Alberta Shortman, Selena Spang, George Weaselhead, James	LaRoque, Mary Agnes

*Any degree of Indian blood.

Fig. 8.
STUDENTS OF INDIAN DESCENT*
ATTENDING PRIVATE COLLEGES
IN MONTANA
1960-1961

College	Number Enrolled
Carroll College	2
College of Great Falls	2
Columbus School of Nursing	1
Rocky Mountain College	18
Total	23

*Indian Descent means having any degree of Indian blood.

Fig. 9.
STUDENTS OF INDIAN DESCENT*
ATTENDING COMMERCIAL COLLEGES
IN MONTANA
1960-1961

College	Number Enrolled
Billings Business College, Billings	8
Butte Business College, Inc., Butte	0
Great Falls Commercial College, Inc., Great Falls	9
Modern Business College, Missoula	6
Total	23

*Indian Descent means having any degree of Indian blood.

Fig. 10.
INDIAN STUDENTS
ATTENDING OR HAVING ATTENDED
PRIVATE SCHOOLS IN MONTANA
1960-1961

Carroll College	Columbus School of Nursing	College of Great Falls	Rocky Mountain College
Douglas, Howard R. Murphy, Edwin	Sellers, Shirley	Hilton, Janice Monroe, Patricia	Corcoran, Bradley Chandler, Robert Benjamin, William Buckles, Austin Cobetto, Joe ¹ Bentura, Peralez Dierenfield, Clem Gordon, Gary Hardin, Tom Lauderdale, Joe Little Soldier, Dale Little Soldier, Wayne Moss, Bill Ortega, LeRoy Pease, Sheryl Pena, Mary Pretty Weasel, Lawrence Rose, Bill

Fig. 11.
INDIAN STUDENTS
ATTENDING OR HAVING ATTENDED
COMMERCIAL COLLEGES IN MONTANA
1960-1961

Billings Business College, Billings	Modern Business College, Missoula	Great Falls Commercial College, Great Falls
Blaine, Veronica	Cantrell, Wayne	Arnoux, Belva
Brown, Hubert	Collins, Patricia	Choate, Wanda
Don't Walk, Anthony	Fisher, Reis	Coon, Ariene
Farr, Sharon	Phillips, Margaret	Glover, Jeanette
Kirn, Albert	Sanchez, Clarice	Grant, Eugene
Pereau, John	Red Crow, Philmene	Joseph, Fern
Whitehead, William		La Fromboise, Mary Ellen
Red Wolf, Beverly		Morgan, Pauletta
		Paul, Lloyd

Butte Business: Has at this time no Indian students attending their college.

Fig. 12.
DEPARTMENT OF PUBLIC INSTRUCTION
Division of Indian Education
William C. Howard, Director

Helena, Montana

QUESTIONNAIRE TO COLLEGE STUDENTS

Would you please fill in the following information for us and return it in the enclosed self-addressed envelope as soon as possible. We need this for our Annual Report to the Bureau of Indian Affairs. Thank you.

Name _____

Address _____

Home Town _____

Your Major Subject (s) _____

Your Minor Subject (s) _____

Please check the following:

From what tribal background are you?

<input type="checkbox"/> Sioux	<input type="checkbox"/> Cree	<input type="checkbox"/> Flathead	Other: _____
<input type="checkbox"/> Assiniboine	<input type="checkbox"/> Chippewa	<input type="checkbox"/> Crow	_____
<input type="checkbox"/> Gros Ventres	<input type="checkbox"/> Blackfeet	<input type="checkbox"/> Northern Cheyenne	_____

Marital status:

☐ Single ☐ Married ☐ Separated or Divorced

Class standing:

☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior ☐ Graduate

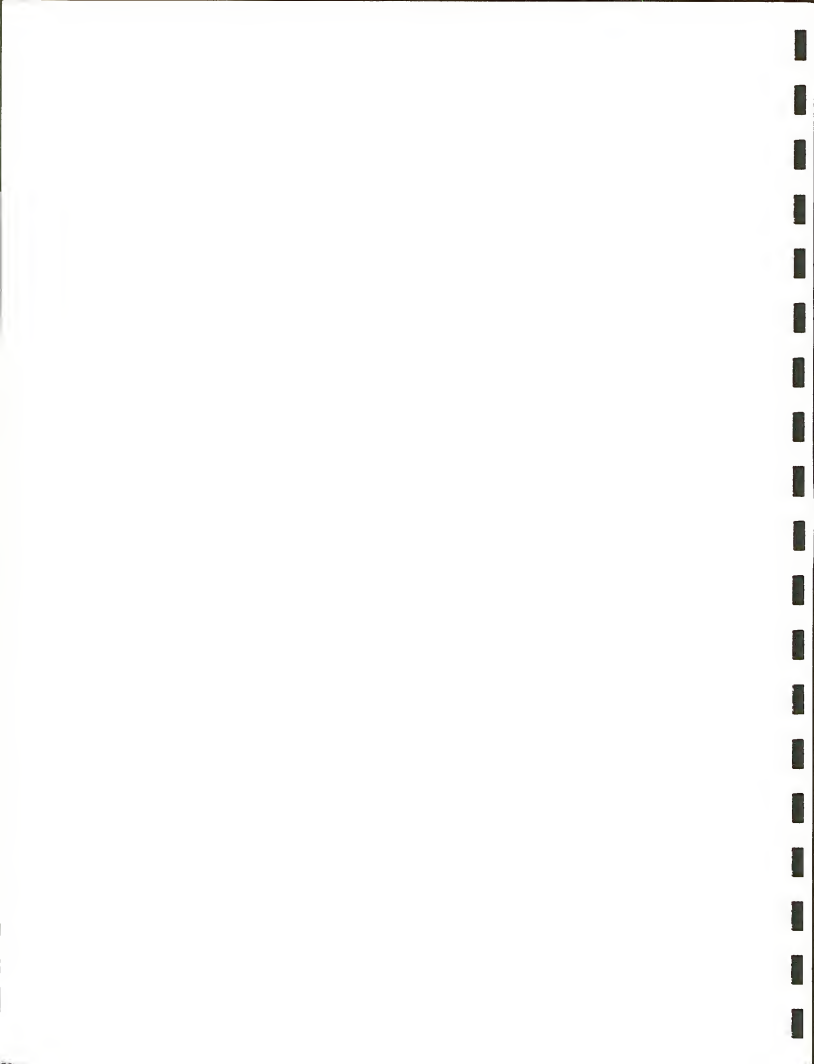
After college do you plan on living on a reservation?

☐ Yes ☐ No ☐ Undecided

Fig. 13.
STUDENTS WHO HAVE BEEN AWARDED
NEW INDIAN FEE-EXEMPTION SCHOLARSHIPS
FOR SCHOOL YEAR 1961-1962

Name	School
Darryl Blackman	Browning High School
Valerie June Blakeslee	Twin Bridges High School
Leo Brockie, Jr.	Harlem High School
Winona M. Bushman (Mrs.)	Wolf Point High School
Karen M. Cornelius	Harlem High School
Edith M. Fisher	Broadus High School
Darryl M. Gray	Browning High School
Henry B. Old Horn	Hardin High School
Regina J. Parot (Mrs.)	Polson High School
Daniel H. Swaney	Hot Springs High School
Russell D. Thompson	Wolf Point High School
Lauraine G. Whitworth	Dixon High School
Kenneth D. Azure	Harlem High School

Seven applications are still pending.



ELEMENTARY AND SECONDARY EDUCATION

Montana has approximately 6,000 school children who are identified as having Indian blood. Of this number a little over 5,000 are getting their formal education in tax-supported public schools on or near Indian reservations. Many Indian families live in and near our larger cities where employment possibilities are somewhat greater than on the reservation. The offspring of these families are caught up in the stream of youngsters being educated in our population centers; hence, making it more and more difficult to single out the Indian child.

Generally speaking the dominant culture in our public schools is white which is an important factor in the acculturation of the Indian child; however, in nine of our public schools the Indian enrollment is over 75 per cent which would tend to limit the influence of the dominant culture.

It is often said that the Indian child gets a better education in a public school than in other types of schools. This may be true; however, any school that meets the needs of its student population is providing a good education. Several factors contribute to the Indian child getting a good education; namely: the size of the school, the percentage of Indian enrollment, a more than passive relationship between the parent and the school, the quality of teaching, and the degree of understanding the Indian child is given by the school staff.

With the Indian population increasing more rapidly than the non-Indian, (United States Census Bureau, Indian population increased $46\frac{1}{2}$ per cent from 1950 to 1960), (see page xiii for Montana) it would seem timely for all people involved in educating the Indian to take a new look at their own attitudes regarding Indian Americans, and re-examine their techniques and practices in

educating these people. An excellent teacher in an all white school does not necessarily mean that the same teacher will give an excellent performance in teaching Indians. In order to be most effective the teacher must have a vital interest in all pupils under his or her supervision, and attempt to fit the curriculum to the pupil's needs.

Mr. Wayne Pratt, Assistant Chief of the Branch of Education, Bureau of Indian Affairs, sets down four big A's for teachers of Indian children:

1. Attitude--based on deep understanding.
2. Activity--to give meaning, and to widen the child's experience.
3. Access--to the wisdom of the world found in books.
4. Assistance--in your task through parent involvement.

In the following paragraphs we will attempt to sketch a brief outline of the educational opportunities afforded the children in the communities of our seven reservations.

FORT PECK RESERVATION: The major portion of the Indian children living on this reservation attend the public schools at Brockton, Poplar, Wolf Point and Frazer; however, there is a small number going to the public schools of Medicine Lake, Culbertson, and Nashua. The schools in the communities mentioned above offer education from grades one through twelve in a rather broad curriculum.

The fact that Immaculate Conception Parochial School in Wolf Point enrolls 61 Indian children makes it an important factor in the education of the Indian children in that community.

FORT BELKNAP RESERVATION: The schools assuming the responsibility of educating the children of this reservation are located near the northern and southern boundaries. On the north, and just off the reservation are the communities of Harlem and Dodson. These two towns near the reservation offer both

elementary and high school curricula. At the south end of the reservation we have a public elementary school at Hays and also at Lodge Pole, both operated by one board of trustees. Just to the south of Hays is St. Paul's Indian Mission School. This school has grades one through twelve and maintains the only High School on this reservation.

ROCKY BOY'S RESERVATION: Education on this reservation is now the responsibility of School District No. 16, Havre. This district has, with Federal assistance, opened a new school this year near the Rocky Boy's Sub-Agency. This new structure houses grades one through seven. The children in grades eight through twelve are "bussed" to Havre. There is also a bus which transports some children, whose parents prefer they go, to the Box Elder elementary and high school.

FLATHEAD INDIAN RESERVATION: This reservation has had good schools longer than any other reservation in the state. It is said that the first school on this reservation was begun in the neighborhood of Hot Springs by a man of Indian blood. The children presently on this reservation are educated at Elmo, Polson, Ronan, Charlo, St. Ignatius, Hot Springs, Dixon, Arlee, and the Mission at St. Ignatius. At present it appears that the schools at Polson, Ronan, St. Ignatius will be eligible for general assistance funds next year under the Montana Plan of the Johnson-O'Malley Act.

NORTHERN CHEYENNE RESERVATION: This is the only reservation in Montana in which the Federal Government still operates schools. The Bureau of Indian Affairs maintains Busby Boarding School on the western edge of the reservation, and Birney Day School at the southeast corner of the reservation. The only tax-supported school on the Northern Cheyenne Reservation is the Lame Deer

Elementary School. This school is housed in a comparatively new, well-equipped building; however, at present it is pushed to the limit in classroom space. Other schools, in the proximity to this reservation, educating children of the Northern Cheyenne are: Colstrip Public, located 25 miles north of Lame Deer; Ashland Public, located just off the eastern edge of the reservation; and St. Labre Indian Mission, located a few miles north of Ashland.

CROW RESERVATION: The formal education of the Crow Indians takes place largely in the public schools located at Pryor, Crow Agency, St. Xavier, Hardin, Lodge Grass, and Wyola; however, there are mission schools close to Pryor and St. Xavier. One important problem that faces those who are teaching the children in certain areas of this reservation is bi-lingualism. Many Crow children begin school with a very thin background in the use of English. Much of the thought processes are also in the native tongue, and when it is discovered that there are words in one language which have no comparability in the other, the difficulty of translation is increased. The time lapse from question to answer is quite often mis-interpreted as dullness.

BUS ROUTES: New roads have been built and old ones improved so that nearly every youngster on all our reservations has access to an elementary and to a high school education.

For those children who, due to certain physical and social barriers, cannot readily attend school the Bureau of Indian Affairs does accept applications for enrollment in off-reservation boarding schools.

HOUSING: Schools on every reservation have benefited from construction of new facilities financed in total or partially by funds authorized under Public Law 815. All schools on reservations which enroll Indians have enjoyed substantial federal aid for maintenance and operation under Public Law 874. This is also true of

some schools just off the reservation, but whose district reaches into the reservation.

The statistical tables found in Figures 14 through 20 should provide a more complete picture of elementary and secondary education in respect to the Indians.

Information concerning three schools arrived too late to be included in this report.

Fig. 14.
INDIAN* STUDENT ENROLLMENT
BY GRADES
1960-1961

School	Elementary Grades									High School				
	1	2	3	4	5	6	7	8		9	10	11	12	graduates
Arlee Public School	14	12	11	15	6	6	7	9		5	1	4	4	3
Badger-Fisher Public School	2	4	2	3	3	0	0	0		0	0	0	0	0
Box Elder Public School	6	4	6	3	5	3	5	6		14	3	2	2	2
Brockton Public School	32	25	25	21	21	19	19	20		15	11	12	9	7
Browning Public School	134	105	89	105	83	86	89	67		59	45	31	33	18
Busby Boarding School	20	30	19	17	18	22	23	24		40	23	13	10	10
Charlo Public School	1	1	0	0	0	0	0	0		0	0	0	1	1
Colstrip Public School	0	1	1	1	1	0	0	0		9	8	5	7	5
Culbertson Public School	0	4	1	2	1	1	4	1		0	0	0	2	2
Cut Bank Public School	27	20	15	11	17	11	8	6		9	2	5	3	1
Dixon Public School	8	4	8	11	8	4	4	4		7	2	2	3	3
Dodson Public School	4	6	1	3	0	4	3	3		4	1	0	1	1
East Glacier Public School	8	4	4	4	4	3	7	4		0	0	0	0	0
Elmo Public School	4	5	2	8	1	4	2	6		0	0	0	0	0

*Having any degree of Indian blood.

INDIAN* STUDENT ENROLLMENT BY GRADES
(continued)
1960-1961

School	Elementary Grades									High School				
	1	2	3	4	5	6	7	8		9	10	11	12	graduates
Grandview Public School	1	2	0	2	5	0	2	2		0	0	0	0	0
Hardin Public School, Dist. 17H	78	57	49	63	37	40	33	40		21	16	16	7	6
Harlem Public School	33	32	29	27	28	20	26	19		20	14	16	11	8
Havre Public School	59	42	68	53	42	46	47	21		28	13	5	3	0
Hays Public School	14	5	16	9	15	9	8	6		0	0	0	0	0
Heart Butte Public School	22	26	23	24	22	23	30	10		0	0	0	0	0
Hot Springs School	3	3	5	7	4	4	4	7		7	2	2	1	1
Immaculate Conception	11	9	8	10	8	4	5	6		0	0	0	0	0
Lame Deer Public School	41	36	36	30	27	17	12	25		0	0	0	0	0
Little Badger Public School	4	2	0	9	2	2	2	0		0	0	0	0	0
Lodge Grass Public School	38	30	31	23	24	25	25	25		20	16	20	11	7
Lodge Pole Public School	20	13	13	14	10	14	13	6		0	0	0	0	0
Medicine Lake Public School	2	1	1	1	0	1	1	1		1	0	3	0	0
Nashua Public School	2	1	2	1	3	3	1	0		0	1	1	1	1

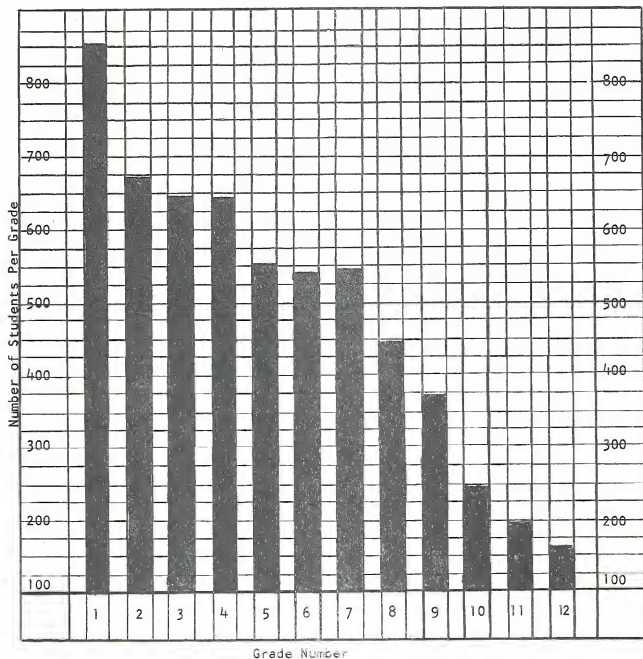
*Having any degree of Indian blood.

INDIAN* STUDENT ENROLLMENT BY GRADES
(continued)
1960-1961

School	Elementary Grades								High School				
	1	2	3	4	5	6	7	8	9	10	11	12	graduates
Polson Public School	20	18	9	16	12	10	8	10	9	8	4	5	4
Poplar Public School	84	57	55	35	43	39	44	23	21	11	10	10	9
Pryor Public School	9	5	7	2	7	7	8	2	0	0	0	1	1
Ronan Public School, Dist. 28	24	10	15	10	15	15	11	9	11	8	10	7	6
St. Charles Mission	10	8	5	8	7	6	3	4	0	0	0	0	0
St. Ignatius Public School	15	8	12	15	14	17	20	12	15	11	9	7	7
St. Jude's School	1	0	1	1	0	0	0	0	0	0	0	0	0
St. Labre Mission	37	23	27	26	17	25	25	26	25	26	10	5	5
St. Paul's Mission	23	15	15	16	16	13	15	10	12	14	8	9	7
Upper Birch Creek Public School	2	1	0	1	1	1	0	0	0	0	0	0	0
Wolf Point Public School	28	34	21	25	19	27	20	21	18	10	11	10	6
Wyola Public School	11	8	11	8	6	10	10	8	0	0	0	0	0
Birney Day School	5	3	8	0	0	0	0	0	0	0	0	0	0
TOTALS	857	674	651	640	552	541	544	443	370	245	199	163	121

*Having any degree of Indian blood.

Fig. 15.
NUMBER OF INDIAN STUDENTS*
IN MONTANA SCHOOLS
1960-1961



*Having any degree of Indian blood.

Fig. 16.
STATISTICS ON ENROLLMENT AND ATTENDANCE

ELEMENTARY 1960-1961

RESERVATION County School	Total School Enrollment	Indian School Enrollment	Total ADA	Indian ADA	Per Cent Indian ADA of Total ADA
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BLACKFEET RESERVATION

Glacier County

Babb, #8	000	000	000.00	000.00	00.00
Browning, #9	915	758	818.21	640.29	78.25
Cut Bank, #15	886	115	804.00	108.00	13.43
East Glacier, #50	73	38	51.76	24.78	47.87
Little Badger, #50	21	21	17.37	17.37	

Pondera County

Badger Fisher, Grandview, #14	33	27	29.19	23.55	80.68
Heart Butte, #1	181	180	140.83	139.87	99.32
Upper Birch Creek, #1	6	6	5.80	5.80	
RESERVATION TOTAL	2,115	1,145	1,867.16	959.66	

CROW RESERVATION

Big Horn County

Hardin, St. Xavier, Crow Agency, #17-H	1,275	398	1,113.05	307.00	27.58
Lodge Grass, #27	385	221	326.75	170.89	52.30
Pryor, #2	51	47	38.63	38.00	98.37
Wyola, #29	122	72	103.30	52.38	50.71
RESERVATION TOTAL	1,833	738	1,581.73	568.27	

CHEYENNE RESERVATION

Rosebud County

Colstrip, #9	78	4	70.55	3.11	4.41
Lame Deer, #6	247	224	209.38	187.61	89.60
RESERVATION TOTAL	325	228	279.93	190.72	

FLATHEAD RESERVATION

Lake County

Arlee, #9	218	80	206.73	71.10	34.39
Charlo, #28	199	2	182.70	1.90	1.04
Elmo, #22	35	32	25.08	22.14	88.28

STATISTICS ON ENROLLMENT AND ATTENDANCE

ELEMENTARY (continued)

RESERVATION County School	Total School Enrollment	Indian School Enrollment	Total ADA	Indian ADA	Per Cent Indian ADA of Total ADA
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FLATHEAD RESERVATION (continued)

Lake County (continued)

Pablo, Ronan, Round Butte, #28	725	109	656.08	97.50	14.86
Polson, #23	750	103	659.20	91.40	13.87
St. Ignatius, #28	391	113	380.56	102.07	26.82

Sanders County

Dixon, #9	114	51	107.24	46.71	43.56
Hot Springs, #14	146	37	139.74	34.16	24.45
RESERVATION TOTAL	2,578	527	2,357.33	466.98	

FORT BELKNAP RESERVATION

Blaine County

Harlem, #12	524	214	464.79	183.10	39.39
Hays, #50	92	82	77.54	69.63	89.80
Lodge Pole, #50	107	103	77.81	75.02	96.41

Phillips County

Dodson, #2	137	24	131.80	21.64	16.42
RESERVATION TOTAL	860	423	751.64	349.39	

FORT PECK RESERVATION

Roosevelt County

Brockton, #55	203	182	173.58	153.28	88.31
Culbertson, #17	230	14	213.41	14.00	6.56
Poplar, #9	713	380	638.17	328.51	51.48
Wolf Point, #45	876	195	831.44	164.06	19.73

Sheridan County

Medicine Lake, #7	172	8	166.40	5.20	3.13
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Valley County

Nashua, #13	246	13	242.09	11.38	4.70
RESERVATION TOTAL	2,440	792	2,265.09	676.43	

STATISTICS ON ENROLLMENT AND ATTENDANCE

ELEMENTARY (continued)

RESERVATION County School	Total School Enrollment	Indian School Enrollment	Total ADA	Indian ADA	Per Cent Indian ADA of Total ADA
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ROCKY BOY'S RESERVATION

Hill County

Box Elder, #13	73	38	63.20	32.10	50.79
Havre, #16	2,503	378	2,102.10	293.59	13.97
RESERVATION TOTAL	2,576	416	2,165.30	325.69	

ELEMENTARY TOTALS	12,727	4,269	11,268.18	3,437.14	
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Fig. 17.
STATISTICS ON ENROLLMENT AND ATTENDANCE
HIGH SCHOOL 1960-1961

RESERVATION County School	Total School Enrollment	Indian School Enrollment	Total ADA	Indian ADA	Per Cent Indian ADA of Total ADA
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BLACKFEET RESERVATION

Glacier County

Browning, #9	231	173	172.02	128.39	74.64
Cut Bank, #15	360	19	348.00	17.00	4.89
RESERVATION TOTAL	591	192	520.02	145.39	

CROW RESERVATION

Big Horn County

Hardin, #17-H	436	60	272.40	43.41	15.94
Lodge Grass, #27	143	67	120.60	49.45	41.00
RESERVATION TOTAL	579	127	393.00	92.86	

FLATHEAD RESERVATION

Lake County

Arlee, #9	71	14	65.43	12.47	19.06
Charlo, #28	101	1	97.80	0.85	8.69
Polson, #23	329	26	298.87	22.58	7.56
Ronan, #28	260	36	232.90	30.90	13.27
St. Ignatius, #28	159	42	146.13	34.82	23.83

Sanders County

Dixon, #9	42	14	37.76	13.86	36.71
Hot Springs, #14	88	12	85.21	10.39	12.19
RESERVATION TOTAL	1,050	145	964.10	125.87	

FORT BELKNAP RESERVATION

Blaine County

Harlem, #12	175	61	153.84	49.95	32.47
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Phillips County

Dodson, #2	32	6	31.72	5.47	17.24
RESERVATION TOTAL	207	67	185.56	55.42	

STATISTICS ON ENROLLMENT AND ATTENDANCE

HIGH SCHOOL (continued)

RESERVATION County School	Total School Enrollment	Indian School Enrollment	Total ADA	Indian ADA	Per Cent Indian ADA of Total ADA
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FORT PECK RESERVATION

Roosevelt County

Poplar, #9	169	52	144.01	38.44	26.69
Brockton, #55	53	47	41.75	35.79	85.72
Culbertson, #17	93	2	91.76	1.98	2.16
Wolf Point, #45	347	49	309.70	37.44	12.09

Sheridan County

Medicine Lake, #7	87	4	84.10	4.00	4.76
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Valley County

Nashua, #13	109	3	100.15	2.82	0.28
RESERVATION TOTAL	858	157	771.47	120.47	

ROCKY BOY'S RESERVATION

Hill County

Box Elder, #13	46	21	37.90	15.00	39.78
Havre, #16	705	49	602.47	29.99	4.98
RESERVATION TOTAL	751	70	640.37	44.99	

HIGH SCHOOL TOTALS	4,006	758	3,474.52	585.00	
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Fig. 18.
STATISTICS ON ENROLLMENT AND ATTENDANCE
FEDERAL, OR PAROCHIAL SCHOOLS
1960-1961

RESERVATION School	Total School Enrollment	Indian School Enrollment	Total ADA	Indian ADA	Per Cent Indian ADA of Total ADA
CROW RESERVATION					
St. Charles Mission, Elem.	54	51	46.00	45.00	97.83
RESERVATION TOTAL	54	51	46.00	45.00	97.83
CHEYENNE RESERVATION					
Birney Day School	16	16	14.30	14.30	
Busby Boarding School	273	269	231.60	219.60	94.82
St. Labre Mission, Elem.	218	206	213.00	203.00	95.31
St. Labre Mission, H. S.	68	66	64.00	63.00	98.44
RESERVATION TOTAL	575	557	519.90	499.90	
FORT BELKNAP RESERVATION					
St. Paul's Mission, Elem.	123	123	64.25	64.25	
St. Paul's Mission, H. S.	43	43	21.23	21.23	
RESERVATION TOTAL	166	166	85.48	85.48	
FORT PECK RESERVATION					
Immaculate Conception, Elem.	176	61	162.00	53.00	32.72
RESERVATION TOTAL	176	61	162.00	53.00	32.72
ROCKY BOY'S RESERVATION					
St. Jude's Mission, Elem.	578	3	578.00	3.00	0.52
RESERVATION TOTAL	578	3	578.00	3.00	0.52
FEDERAL AND PAROCHIAL TOTALS					
	1,549	838	1,391.38	686.38	

Fig. 19.
THOSE STUDENTS* HAVING FINISHED THE EIGHTH GRADE

BLACKFEET RESERVATION

Browning Public Schools	Cut Bank Public Schools	East Glacier Public Schools
Bear Child, Douglas Brown, Charles Bull Calf, Leonard Bullchild, Leo Bull Plume, Delores Carlson, Patrick Coball, Eva Coball, Jody Connelly, Wanda Crawford, George Cross Guns, George Doore, Donna Douglas, Karen Douglas, Kathleen Fish, Sally Fisher, Donna Hall, Ethyle Heavy Runner, Linda Kennedy, Edward Kicking Woman, Clifford Kicking Woman, Woodrow Kipp, Geraldine LaBuff, Joy Little Bull, Virgil Meineke, Connie Michell, Linda Momberg, Cheryl Murrar, John Old Man Chief, Lou Ann Old Person, Sarah Pepion, Levi Salois, Mary Ann Sherman, Katherine Skunk Cap, Galey Skunk Cap, Ronnie Vielle, Shirley Vielle, Susan Wall, Rosalyn Weatherwax, Marvin Young Running Crane, Everett	Gobert, Darrel Irgens, Bruce Momberg, Luann Rutherford, Geraldine Stone, Melinda Weiss, Bill	Bird, Alfred Lewis, Olivia Little Dog, Harvey
	Heart Butte Public Schools	Grandview Public Schools
	Boy, Leora Ann Chief All Over, Martin Comes At Night, Delores Hall, Glenn Hirst, John Horn, Darlene Lame Bear, Frances Running Wolf, Leonard	Bremner, Zita Pepion, Daniel

*Having any degree of Indian blood.

THOSE STUDENTS* HAVING FINISHED THE EIGHTH GRADE
(continued)

CROW RESERVATION

District 17-H (Hardin)	Lodge Grass	Wyola
Abraham, Romona Bad Bear, Thomas Big Hair, Sammy Cooke, Sandra Crooked Arm, Wesley Falls Down, Phyllis Fitzpatrick, John Fighter, Sylvia Gardner, Nellie Hill, Daisy Lincoln, Lois Little Owl, Xavier Morrison, Betty Not Afraid, Elizabeth Old Elk, Clayton Real Bird, Coey Rondeau, Henry Shane, Howard Spotted, Marvin Stops, Carol Three Irons, Avis Whiteman, Nathaniel Williams, Carl Wilson, Lawrence	Alden, Clara Bell Rock, Treva Bends, Carol Bird, Byron Bright Wings, Darry Gets Down, Doris Goodluck, Lavonne Grey Bull, Peter LaForge, William Left Hand, Marshall Not Afraid, Arthur Pease, Candace Pease, Tony Spotted Horse, Stanley Whiteman, Elizabeth Young, Alice	Bad Horse, Ursula Bastien, Dennis Lee Falls Down, Mary Leda Pretty on Top, Burton Stops, Billy Yellowtail, Bill Jr.
	Pryor	
	Beaumont, Philip Jr.	

THOSE STUDENTS*HAVING FINISHED EIGHTH GRADE
(continued)

FORT PECK RESERVATION

Brockton	Poplar	Wolf Point
Big Talk, Steven	Anderson, John	Bearcub, Viola
Bird, Vera	Chaser, Edwin	Boyer, Sandra
Birthmark, Lynn	Crowley, Eddie	Courchene, Jeri
Black Dog, Linda	Helmer, Luanna	Hopkins, Larry
Chopper, Abraham	Hill, John	Mason, Sharon
DeMarrias, Mildred	Hill, Thomasine	Weeks, Gary
Fast Horse, Christine	Kasto, Abraham	Weeks, Owen
First, Calvin	Longtree, Michael	
Freeman, Veronica	Magnon, Eugene	
Jones, Philmore	Mail, Marilyn	
Lambert, Bernadine	Melbourne, Manuel	
Perry, Kermit	Red Elk, Gerald	
Spotted Bird, Leland	Red Thunder, Anita	
Walking Eagle, LaVerne	Red Thunber, Darryl	
Youpee, Lester	Savior, Berbena	
Boyd, Michael	Spotted Bull, Ronnie	
Melbourne, Calvin	Walking Eagle, Nancy	
	Martin, DeWayne	

Culbertson

James Beauchaine

*Having any degree of Indian blood.

THOSE STUDENTS* HAVING FINISHED THE EIGHTH GRADE
(continued)

FLATHEAD RESERVATION

Arlee	Polson	Ronan, et. al.
Charlo, Clarence	Caye, Douglas	Bisson, Vivian
Ducharme, Denise	Dupuis, Mike	Courville, Edwin
Finley, Kenneth	Dupuis, Robert	Courville, Patricia
Fyant, Arthur	Farrell, Ricky	Dupuis, Larry
Malatare, John	Fulkerson, Douglas	Matt, Carol
Matt, Jenny	Marengo, Linda	Peterson, Lorin
Matt, Wendell	Morigeau, George	Shourds, Nathan
	Matt, Gary	Sloan, Allen
	Orr, Beverly	Wheeler, Constance

St. Ignatius	Dixon	Hot Springs
Bennick, Rosanna	Bigcrane, James	Gray, Alicia
Courville, Laura	Hernandez, Ronald	Halvorson, Jim
Curchane, Dale	Jackson, David	Howlett, Gloria
Decker, Donna	Whitworth, Geraldine	Morigeau, Denise
Gingras, Theodora		Pete, Roy
Incashola, Tony		Swaney, Ellen
Jones, Ira		
McDonald, Tom		
Matt, Zella		
Orr, Sharon Ann		
Orr, Thomas		
Pokerjim, Joe		

*Having any degree of Indian blood.

THOSE STUDENTS* HAVING FINISHED THE EIGHTH GRADE
(continued)

FORT BELKNAP RESERVATION

Dodson	Harlem	Hays
Johnson, Billy	Azure, Alan	Birdtail, Myron
Overberg, Barbara	Azure, Norman	Colliflower, Gladys
Welch, Timothy	Buck, Diane	Horn, Myrna
	Chamberlain, Shari	Horseman, Cheryl
	DeCelles, Thomas	Stiffarm, Carl
	Doney, Linda	Stiffarm, Lorena
	Doney, Melinda	
	Grant, Preston	
	Harris, Linda	
	Lodge, Ben	
	Martin, Michael	
	Murphy, Anna	
	Perez, Kathleen	
	Stiffarm, Marjorie	
	Yellow Robe, Rose	

Lodge Pole

Graybull, Verna
Has Eagle, Christine
Healy, Chauncy
Messerly, Margie

*Having any degree of Indian blood.

THOSE STUDENTS* HAVING FINISHED THE EIGHTH GRADE
(continued)

CHEYENNE RESERVATION

ROCKY BOY RESERVATION

Lame Deer

Havre

Bad Horse, Carol
Beartusk, Ronnie
Big Back, Bertha
Big Hawk, Douglas
Fleming, Janice
Hiwalker, Hank
Killsnight, Marcian
Limberhand, Dennis
Littlehead, Caroline
Littlehead, Georgiann
Littlewolf, Robert
Means, Quentin
Medicine Elk, Sally
Shoulderblade, Magdalene
Sioux, Michael
Small, Clifford
Spang, Leo
Spang, Lucy
Spang, Wilmer
Tallbull, Charles
Spotted Elk, Sam
Whitewolf, Alfretta

Alexander, Kenneth
Azure, Lois
Bahr, Jess
Belcourt, Donna
Belcourt, Linda
Caplette, Maxine
Gardipee, Irene
LaMere, Peter
LaRocque, Carol
Monteau, Sandra
Motes, Richard
Russette, Pauline
Saddler, Joseph
Stump, Cormella
Stump, Peter
Sutherland, Alvah
Writing Bird, Wilberta

*Having any degree of Indian blood.

THOSE STUDENTS* HAVING FINISHED THE EIGHTH GRADE
(continued)

ROCKY BOY'S RESERVATION

Box Elder

Big Knife, Ruby
Henry, Eugene

Salois, Glenda
Sangrey, Leoda

Swan, Connie

*Having any degree of Indian blood.

THOSE STUDENTS* HAVING FINISHED THE EIGHTH GRADE
(continued)
Federal, or Parochial Schools

BUSBY BOARDING SCHOOL, Busby

Badhorse, Carol Ann	Hernandez, Patricia	Littlewolf, Leonard
Bird Chief, Ray	Hudgkins, Ronald	Longjaw, Buster
Bixby, David	Johnson, Douglas	Redhead, Carmen
Crazymule, Kenneth	King, Julie	Roundstone, Alvina
Crazymule, Raymond	Kingfisher, Maxine	Small, Lemuel
Descharme, Joseph	Kingfisher, Robert	Tallbull, Linwood
Denny, Gayle	Littlebear, Mable	Whiteman, Ivor
Goggles, Inez	Little Old Man, Charles	Zimmer, Percilla

IMMACULATE CONCEPTION, Wolf Point

Brunelle, Rosemarie	La Roque, Robert	Wells, Ronald
Garfield, Cecelia	Poitra, Elise	White Eagle, Darrel

ST. CHARLES MISSION, Pryor

Plain Bull, Meta Mary	Stevall, Gregory	Whiteman, Edward Jr.
Stewart, Elsie		

ST. PAUL'S MISSION, Hays

Black Crow, Gloria	DeCelles, Doris	Gardipee, James
Cochran, Lyle	Doney, Dennis	Gone, Gloria
Crazy, Ronald	Fox, Mary Agnes	Walker, Jerry
		Werk, Robert

*Having any degree of Indian blood.

Fig. 20.
THOSE STUDENTS* HAVING GRADUATED FROM HIGH SCHOOL

BLACKFEET RESERVATION

ROCKY BOY'S

Browning

Cut Bank

Box Elder

Bond, Pattilou
Briden, William
Brown, Keith
Cassidy, Joan
Cobell, Fred
Evans, Phyllis
Gray, Darryl
Higgins, Johnel
Horn, Darryl
Kipling, June
LaBuff, Tyrone
Little Bull, Jerome
Madman, Mike
MaGee, Merle
Matt, Joy
Matt, Mike
McCurtain, Morland
Vaile, Carl

Bird, Dick

Salois, Joe
Swan, Bobby Joe

CROW RESERVATION

District 17-H (Hardin)

Lodge Grass

Pryor (Edgar)

Farwell, Sharon
He Does It, Clinton
Moccasin, Nellevette
Old Horn, Henry
Russell, Angela
Ten Bear, Tyrone

Grey Bull, Rosalie
Pretty on Top, Henry
Schenderline, Dewey
Stiffarm, Louie
White Clay, Jolene
Whiteman, Joan
Yarlott, David

Turnsback, Charline

*Having any degree of Indian blood.

THOSE STUDENTS* HAVING GRADUATED FROM HIGH SCHOOL
(continued)

FLATHEAD RESERVATION

Arlee	Charlo	Polson	Ronan, et. al.
Fyant, Virginia Lumpry, Laura Lumpry, Victoria	Eder, Robert E.	DuCharme, Myrna Dupuis, Forrest Larson, Imelda Reynolds, Sharon	Barber, Daniel Burland, Eugene Courville, Howard Dupuis, Carolyn Sias, Gerald Sias, Theodore

St. Ignatius	Dixon	Hot Springs
Cordier, Fred Hamel, Kay Jones, Pauline McClure, Russell McDonald, Clara Schliep, Joseph Skelton, James D.	Clairmont, Carol McCrea, Ronald Whitworth, Lauraine	Swaney, Dan

*Having any degree of Indian blood.

THOSE STUDENTS* HAVING GRADUATED FROM HIGH SCHOOL
(continued)

CHEYENNE RESERVATION

Colstrip

Elliot, Darlene	Farr, Carole	Pitman, Julietta
Ewing, Marcella	Means, Michael	

FORT BELKNAP RESERVATION

Dodson Harlem

Warren, Thelma	Baird, James	Hawley, Charles
	Ball, June	Kuntz, Elaine
	Cole, Eddie	Rathey, Lois
	Cornelius, Karen	Scheaffer, Donna

FORT PECK RESERVATION

Brockton Culbertson Poplar Wolf Point

Archambeau, David	Beauchaine, Jackie	Bear, Percy	Archdale, Lois
Bighorn, Leonard Jr.	Beck, Marianne	Buckles, Donna	Brunelle, Margaret
Boyd, Lionel		Dolezileck, Mercy	Day, Stuart
Martin Aaron		Heimer, Robert	Pond, Leland
Moran, Phyllis		Hill, Shirley	Sansaver, Mary Ann
Necklace, Philmore	Nashua	Johnson, Francis	Thompson, Russell
Perry, Vernita		Youpee, Allen	
		Youpee, Dwight	
	Archdale, Ina Rae		

*Having any degree of Indian blood.

THOSE STUDENTS* HAVING GRADUATED FROM HIGH SCHOOL
(continued)

BUSBY BOARDING SCHOOL, Busby

Finley, Carol
Flying, Dennis
Littlewolf, Patricia
Matte, Selma

Parrish, Mary
Rawlings, Merlin
Tallbull, Edmund

Tallbull Ernestine
Tallbull, Joseph
Westika, Arthur

ST. CHARLES MISSION, Pryor

Turns Plenty, Charlene (Edgar)

ST. LABRE MISSION, Ashland

Braine, Gary
Flatness, Kermit, Jr.

Foote, Anthony
Rowland, Theodore

Spang, Marvin

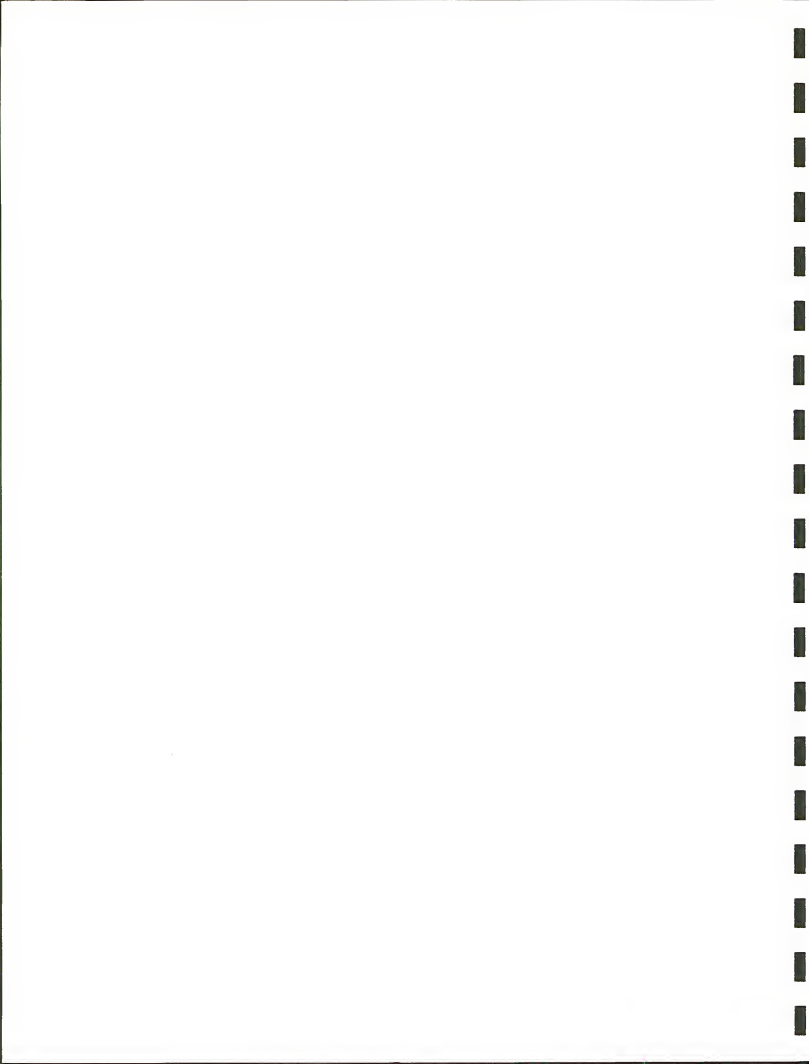
ST. PAUL'S MISSION, Hays

Cochran, James
Hawley, David
Jones, Mary

Morin, Bernice
Morin, Douglas

Quincy, Helen
White Cow, Catherine

*Having any degree of Indian blood.



COMMENTS CONCERNING INDIAN EDUCATION
FROM EDUCATORS IN THE FIELD
BOTH PUBLIC AND PAROCHIAL

"Because of home problems developing the Indian children become discouraged and begin to slack off in their work and may then do failing work and eventually drop-out. Former drop-outs have made an attempt at returning to school, but some have not been too successful and eventually they become absent and more frequently as time goes on and the result being another drop-out.

Absences are due mainly to floaters who seem to have a tendency for getting the students into such events as all night parties and frequent use of intoxicating beverages especially on the weekends. Indian parents also in some cases furnish excuses for the children when absent, which often are questionable in nature. These are in the minority though. After the basketball season absences become more frequent.

Students have also gotten into difficulties with the law because of acts which are criminal in nature. This has been on the increase this past year. Part of this could be lessened with a little more firmness on the part of law authorities."

City Superintendent

"Two major problems in Indian education at the current time are: (1) the cultural lag and (2) school attendance. The first creates special problems in the area of reading and arithmetic. The second is related to the lack of economic opportunity in the Indian community which results in seasonal migration in terms of employment. As a result of this migration it often happens that

the children enter late in the school year and as a result miss the most important early phases of instruction in the areas of the cultural lag."

City Superintendent

"The problem generally relates to the Indians themselves. Their culture patterns are still rather thoroughly imbedded within their conscious behavior, and their sub-conscious. Their fundamental reaction--in most instances--arise out of culture references far older than most American culture traits.

In view of the foregoing circumstances, it is logical to assume that the Indian is Indian-centered to begin with. Consequently, he is obliged to adjust himself to the white man's world with this ego-centric attitude as a foundation for all his relations. If he is able to accomplish this--along with the white man's assistance and understanding. . .he will go a long way towards retaining the richness of his traditional culture and also adjust himself to the American Way of Life. . .with realism and cooperation.

I have lately become cognizant of diverse forms and degrees of discrimination employed by the Whites to the detriment of the Indians. This was initially observable in teacher-Indian relations, both student and adult Indian groups. There is no question but that certain teachers consign Indian students to the domain of failures the moment the former are confronted by the latter--this, because they are "no good," "lazy Indians." Basically the teachers seem little inclined to view the Indian student with dispassionate objectivity. . . .The teachers appear to be completely, or nearly so in many cases, unaware of the culture differentiation between Indians and Whites, unwilling to admit that certain incompatibilities frequently evolve from the same, or indeed even

appear inclined to desire more knowledge and understanding of the situation. I think this latter instance takes precedence as to seriousness of the problem. I have attempted to initiate a mild in-service educational program with the members of my staff on the faculty meeting level this past year.

Also, I am opposed to the concept of always thinking and acting as if the other man needs changing--not the Whites. I think this psychology is irreparably damaging to the best interests of the Indians. For instance, it constantly places the White Man in a position of ethical and moral judge as to what is best for the Indians. They resent this, just as surely as various nationals in the field of foreign affairs resent American interference with their private lives. We should always be available for consultation and assistance, when aid and services are requested. We should not attempt to super-impose our cultural traits--hastily and artificially--upon others. We are reaping the benefits of this policy on the international scene to our regret. . . .Patience, understanding, brotherly love, and humility are but a few of the qualities we still fail to employ in the herein mentioned problems.

The Indian should not always be obliged to leave the reservation to become educated to the White Man's ways--in order to "assimilate.". . .In many instances the so-called educated Indian returns to the reservation. . . .Would it not be wise to educate the Indian in our ways, while retaining the best of his own, when the same is desired and requested by himself. Again, it might be wise to construct institutions for training and academics on the reservations themselves in order to help the Indians adjust more readily to our ways, rather than send them out head-on into schools they are unprepared for, and where they are confronted with attitudes that tend to drive them deeper within the walls of their

own culture."

City Superintendent

"Some of the problems of Indian education are shown in the figures of attendance. We had more or less a roving population, with more than 1/6 of our enrollment involved. Some of this group transferred and returned several times. Teachers were ordered to try and satisfy the learning needs of all the pupils, but sometimes, unintentionally, they gave too much time to the transient pupil.

The problems of home play an important part. Often the child is living with relatives and doesn't seem to have a feeling of home security that he needs.

The problem of transportation enters into the picture also. While our buses take long routes, some of the pupils live several miles from the bus route and are tired out before they get to school in the morning."

School Principal

"There is considerable irregular attendance for trivial matters. Also there is a lack of parental and pupil cooperation in regards to home and school study and application to work and school activities. There is seemingly a lack of discipline and interest in the home and many times the parents take the child's point of view in preference to the teacher's.

There is also poor personal hygiene and undernourishment among the students."

Parochial School Principal

"School attendance is a continuing problem. In the early grades the children of Indian blood are very susceptible to disease and miss too many days of school. Indian children in the upper grades are inclined toward truancy.

Indian children generally lack a strong vocabulary and experience difficulties in reading. This has its effect on their learning and interest in school.

Teachers experience difficulties in motivating Indian children towards academic pursuits. Academic achievement has less importance in itself in the Indian culture and since communication between that which is the Indian culture and the school is very limited; the school with its set of values is attempting to super-impose these over the set of values of the Indian and at times it is very unsuccessful."

City Superintendent

"The chief problems of Indian children education, in my opinion, are twofold; but the greatest seems to be parental apathy and neglect.

Our greatest problem has been in the failure of the parents, in many cases, to understand our goals, and to understand the greater needs of our present day children as compared to the parents' generation as to education.

The home environments and the lack of home training in acceptable social behavior patterns forces the schools to take on a double load of instruction and this does reflect in the scholastic attainments of the children; since they must also attain a twofold growth, in order to be more fully accepted as full fledged members of our type of society, when they reach maturity.

Our second major problem is motivation. Since the child is continually exposed to a welfare type of existence, he soon realizes that he will have no real need to work in order to survive, and it is very difficult, and in many cases, for the schools to instill patterns of hard work and a competitive spirit, when the general pattern of his existence demonstrates that there is no real need of

his being forced, as an adult, to earn his own living in a competitive society.

In the classrooms the Indian childrens' ability and general intelligence show no special problems not common to all schools, but in most cases their education is strictly a 9:00 to 4:00 proposition, thus limiting, and often seriously handicapping, their total development."

School Principal

"I have found that the actual problems of educating Indian children in our area are few. In most cases our Indian students attend school as regular as the non-Indian children. The Indian students are well accepted. There is no racial problem.

The only problem we have is the tax structure of our county. Our taxes are so high that it is difficult to carry on a full and adequate program with the money available."

City Superintendent

"The problems of educating the Indian children, as I see them are as follows:
1. parental indifference, 2. absenteeism for trivial reasons, 3. lack of home background for school readiness, 4. wanderlust in the spring, 5. opportunities for home study impossible, 6. lack of ambition in youth, and 7. pupils possessed of too much inertia."

Parochial School Principal

"The problem in this school seems to be the home environment. Either the pupil comes from an over-crowded home or is living with a relative. They seem

to show signs of fatigue early in the day as if they didn't have sufficient rest at home or that they felt unsure of their home."

School Principal

"The first and very important problem is that of the relations between schools concerning entrance into a certain grade when the children go from one school to another. For instance, we . . . occasionally retain a pupil in a grade from one year to another. During the next term the child returns from another school, having gone there a few weeks, and reports having been entered in the grade above where he or she was supposed to be in our school. . . ."

School Principal

"The effect the Indian language has on the understanding of English language is one of the problems. As long as the older folks continue to talk in the native tongue in the home and community, we cannot expect too much accomplishment in the understanding of the basic English fundamentals.

Still another problem is the so-called religious meetings that are held and continue into the wee morning hours. The results are that the pupils are tired out the next day and sometimes miss school. . . .

Another and important problem is that there are too many children not preparing to start to school in the fall until they are wanting to do so. Sometimes a week late and sometimes due to absence from the community for several weeks before they come to school. The latter is due somewhat to the parents being employed elsewhere. Sometimes the children do not enter school where the parents

are employed and are then at a great disadvantage when they come and have missed the beginning weeks of school."

School Principal

STATE INSTITUTIONS

We have a number of Indian young people residing at our four state institutions. The number may vary from time to time throughout the year; however, the data entered in this report will give a fair picture for the current year.

At the Girl's Vocational School, in Helena, there are 28 or 17% out of a total enrollment of 161 who were from on or near one of our reservations. Fourteen or 8% were from Indian groups living off the reservation.

There are 62 boys at the Montana State Industrial School in Miles City with some degree of Indian blood. These represent approximately 26% of the total population.

The Montana Children's Center in Twin Bridges has 43 boys and 26 girls of Indian descent. These represent 44% of the total population.

There are one Indian girl and two Indian boys at the Montana School for the Deaf and Blind in Great Falls out of a total enrollment of approximately one hundred.



ADMINISTRATION

The Johnson-O'Malley state program this year was limited to the following: Reimbursements for free lunches served indigent Indian pupils to schools having a lunch budgetary problem; financial aid to School District #16 in assuming the responsibility for education at the Rocky Boy's Sub-Agency; funds to assist a special case of education at Ronan; payments on regular J. O. M. entitlements to Districts 28 and 23 of Lake County.

It is anticipated that the program for the school year 1961-1962 will be extremely limited. With Montana law now permitting the use of P. L. 874 funds in the school lunch budget, it would seem that there will be little need for additional assistance.

Federal legislation may bring about changes in amounts of federal financial assistance now being received by school districts. If this produces any hardship, a re-evaluation of the Montana Plan under the Johnson-O'Malley Act may be made to determine if there is a federal responsibility for education which is not being met.

Tables found in Figures 21, 22 and 23 will indicate the amounts of money expended, for what purpose, and to whom. Fig. 24 shows the number of meals served indigent Indian children. Fig. 25 tabulates funds received under P. L. 874 by school districts having an Indian impact. Figures 26 and 27 give a summary of taxes levied on the districts, who received J. O. M. assistance, for the support of the schools.

Fig. 21
RECEIPTS AND EXPENDITURES
INDIAN EDUCATION FUNDS
FISCAL 1960

RECEIPTS:

Balance on Hand--July 1, 1960	\$ 1,073.89(48)	
	<u>71,466.42(49)</u>	
	\$ 72,540.31	\$ 72,540.31
Federal Funds Received	<u>\$112,915.00*</u>	
Total Funds Available	\$185,455.31	<u>\$185,455.31</u>

EXPENDITURES:

Administration

Salaries	\$ 11,293.45	
Retirement, Insurance	750.64	
Travel	1,876.89	
Telephone Calls	362.22	
Office Supplies and Expenses	576.40	
Capital Machinery	756.71	
Maintenance of Equipment	<u>214.77</u>	
Total	\$ 15,831.08	\$15,831.08

Fund Distribution

School Operation	\$ 74,881.86*	
School Lunch	89,150.30	
Special	<u>51.00</u>	
Total	\$164,083.16	\$164,083.16

Total Expenditures

\$179,914.24

Balance on Hand--June 30, 1961

\$ 5,541.07

*This reflects an obligation in the 1960-1961 contract, approved and vouchered, but not paid by the end of the 1960 fiscal year.

Fig. 22.
REIMBURSEMENTS MADE TO SCHOOLS FOR
1960-1961
PROGRAM OF INDIAN EDUCATION

School	M. & O.	Lunch	Special	Total
<u>BIG HORN COUNTY</u>				<u>\$12,345.70</u>
Hardin, No. 17-H		\$ 6,627.90		6,627.90
Lodge Grass, No. 27		4,008.80		4,008.80
Pryor, No. 2		1,709.00		1,709.00
<u>BLAINE COUNTY</u>				<u>\$11,333.25</u>
Harlem, No. 12		\$ 5,201.75		5,201.75
Hays, Lodge Pole, No. 50		6,131.50		6,131.50
<u>GLACIER COUNTY</u>				<u>\$24,994.25</u>
Browning, No. 9		\$24,994.25		24,994.25
<u>HILL COUNTY</u>				<u>\$29,885.00</u>
Havre, No. 16	\$27,490.75	\$ 2,394.25		29,885.00
<u>LAKE COUNTY</u>				<u>\$23,100.18</u>
Polson, No. 23	\$ 4,615.20*	\$ 1,572.25		6,187.45
Ronan, No. 28	14,608.73*	2,304.00		16,912.73
Ronan H. S. (Special)			\$51.00	(51.00)
<u>ROOSEVELT COUNTY</u>				<u>\$ 8,172.00</u>
Poplar, No. 9		\$ 1,748.75		1,748.75
Wolf Point, No. 45		6,423.25		6,423.25
TOTALS	\$46,911.18	\$63,115.70	\$51.00	\$110,077.88

*This reflects an obligation in the 1960-1961 contract, approved and vouchered, but not paid by the end of the 1960 fiscal year.

Fig. 23.
REIMBURSEMENTS COMMITTED FOR 1959-1960
PAID YEAR 1960-1961

School	Operation	Lunch	Total
<u>GLACIER COUNTY</u>			<u>\$ 8,058.50</u>
Browning Elementary, No. 9		\$ 6,482.50	6,482.50
Starr Elementary, No. 9		487.00	487.00
Browning High School, No. 9		1,089.00	1,089.00
<u>HILL COUNTY</u>			<u>\$43,010.63</u>
Havre, No. 16	\$27,970.68	\$15,039.95	43,010.63
<u>LAKE COUNTY</u>			<u>\$ 605.50</u>
Polson, No. 23		\$ 605.50	605.50
<u>PHILLIPS COUNTY</u>			<u>\$ 144.40</u>
Dodson, No. 2		\$ 131.40	131.40
Kirkaldie, No. 26		13.00	13.00
<u>PONDERA COUNTY</u>			<u>\$ 196.50</u>
Heart Butte, No. 1	\$ 196.50		196.50
<u>ROOSEVELT COUNTY</u>			<u>\$ 2,186.25</u>
Wolf Point Elementary, No. 45		\$ 1,869.75	1,869.75
Wolf Point High School, No. 45		316.50	316.25
SUB TOTAL	\$28,167.18	\$26,034.60	\$54,200.78
<u>BALANCE BROUGHT FORWARD FROM 1959-1960 (See Annual Report 1959-60)</u>			<u>\$45,610.13</u>
<u>GRAND TOTAL for commitments for 1959-1960 Fiscal Year</u>			<u>\$99,614.41</u>

Fig. 24.
NUMBER OF MEALS
SERVED INDIGENT INDIAN CHILDREN
REIMBURSED BY JOHNSON-O'MALLEY FUNDS
THIS YEAR BY COUNTY

County	Number of Meals
Big Horn County	51,450
Blaine County	45,333
Glacier County	93,639
Hill County	31,125
Lake County	17,809
Roosevelt County	<u>32,688</u>
TOTAL	272,044

Total School Meals Served in the State 7,288,857--3.73% of the Total was Reimbursed by J. O. M. Funds.

Total Free School Meals Served in the State 686,943--39.6% of the Total was Reimbursed by J. O. M. Funds.

Fig. 25.
PUBLIC LAW 874
FEDERAL FUNDS DISTRIBUTED TO SCHOOLS
On Or Near Indian Reservations
July 1, 1960-June 30, 1961

School	District No.	Ident. No.	Amount
Arlee	8	E-501	\$ 16,433.69
Ashland	32	E-1025	2,612.27
Babb	8	E-1020	00,000.00
Box Elder	13	E-907	8,834.66
Brockton	55	E-905	72,149.79
Browning Elem.	9	E-812	111,009.58
Browning H. S.	9	E-814	28,410.49
Colstrip H. S.	19	E-9	11,792.21
Dixon Elem.	9	E-403	18,954.44
Dodson Elem.	2	E-1003	2,925.00
East Glacier Park	50	E-1019	8,920.22
Edgar H. S.	33	E-1002	8,210.45
Elmo Elem.	22	E-1005	3,011.85
Frazer Elem.	2	E-1027	9,001.79
Frazer H. S.	2	E-1028	5,086.75
Havre Elem. and H. S.	16	E-714	46,622.50
Hardin Elem.	17-H	E-1016	71,652.46
Harlem Elem.	12	E-717	19,921.12
Harlem H. S.	12	E-718	9,634.76
Hays Elem.	50	E-1017	46,019.63
Heart Butte Elem.	1	E-1024	45,097.25
Hot Springs Elem.	14	E-712	7,296.51
Hot Springs H. S.	14	E-713	3,680.04
Lame Deer Elem.	6	E-506	28,356.41
Lodge Grass Elem.	27	E-1015	43,286.70
Nashua Elem.	13	E-804	11,252.54
Nashua H. S.	E-13	E-805	12,086.73
Polson Elem.	23	E-903	5,649.50
Polson H. S.	23	E-904	3,229.99
Poplar Elem.	9	E-1030	8,095.51
Poplar H. S.	9	E-1031	20,925.79
Pryor	2	E-1011	9,620.76
Ronan Elem. and H. S.	28	E-504	17,340.33
Wolf Point Elem.	45	E-1029	42,132.74
Wolf Point H. S.	45	E-503	2,359.00
Wyola Elem.	29	E-1014	13,765.95
Zortman Elem.	5	E-1010	4,903.89

Fig. 26
SUMMARY OF SCHOOL DISTRICT TAX LEVIES IN MILLS
1960-1961
STATE OF MONTANA

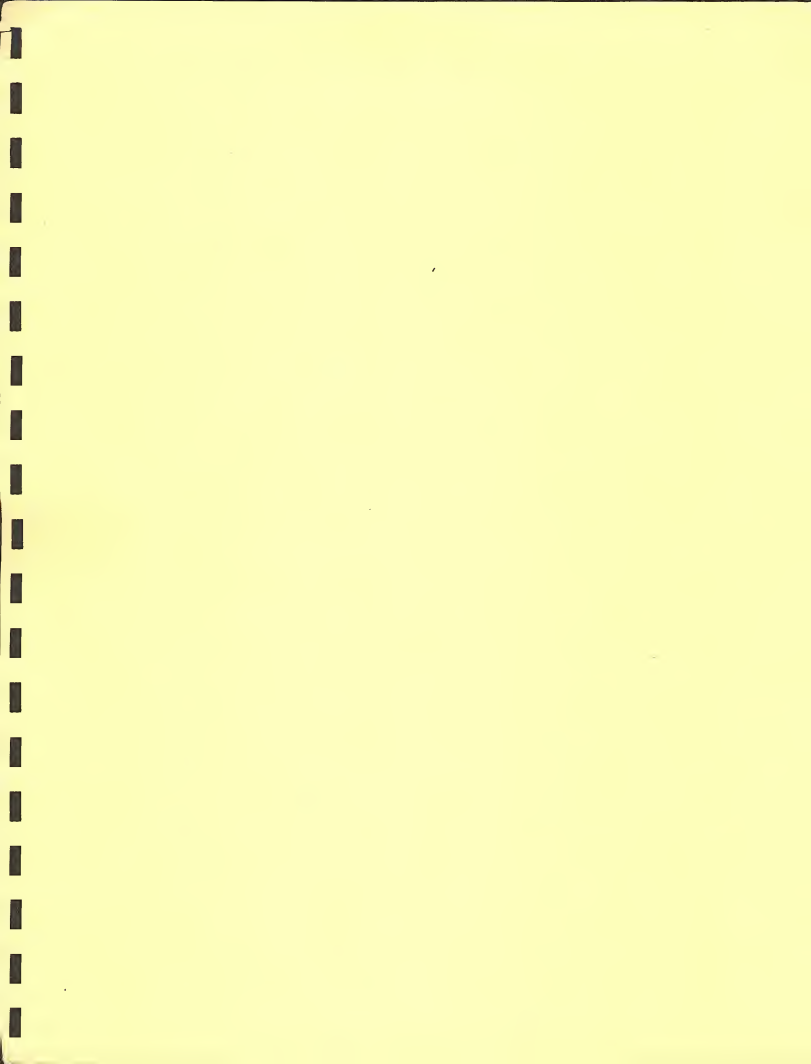
ELEMENTARY DISTRICTS

County	School Districts	General	Trans-	Bus	Tuition	Retirement	Debt	Total
		Fund	portation	Reserve			Service	
Glacier	Browning, #9	9.58	2.70	1.88	0.00	3.72	2.14	20.02
Big Horn	Pryor, #2	5.16	4.50	0.00	0.00	1.05	14.30	25.01
	Hardin, #17-H	16.10	3.58	0.00	0.44	2.10	5.77	27.99
	Lodge Grass, #27	24.11	0.95	0.00	0.00	1.87	6.42	33.35
Lake	Polson, #23	21.73	4.23	0.14	0.00	1.24	2.22	29.56
	Ronan, #28	37.23	13.53	0.26	0.00	3.70	3.55	58.27
Blaine	Harlem, #12	27.57	6.09	0.47	0.00	3.68	8.87	46.68
	Hays, Lodge Pole, #50	5.00	12.72	0.00	11.34	0.00	0.00	29.06
Roosevelt	Poplar, #9	14.46	0.16	0.36	0.03	0.64	2.12	17.77
	Wolf Point, #45	37.43	2.37	1.20	0.45	2.64	7.90	51.99
Hill	Havre, #16	28.57	2.38	0.33	0.15	2.23	11.86	45.52

Fig. 27.
SUMMARY OF SCHOOL DISTRICT TAX LEVIES IN MILLS
1960-1961
STATE OF MONTANA

HIGH SCHOOL DISTRICTS

County	School Districts	General	Trans-	Bus	Adult	Debt	Total
		Fund	portation	Reserve	Education	Service	
Glacier	Browning, #9	1.22	1.06	1.08	0.00	10.48	13.84
Big Horn	Hardin, #17-H	4.99	0.00	0.00	0.00	0.00	4.99
	Lodge Grass, #27	19.07	0.00	0.00	0.00	0.00	19.07
Lake	Polson, #23	6.36	0.74	0.27	0.35	3.52	11.24
	Ronan, #28	17.04	3.88	0.12	0.00	5.73	26.77
Blaine	Harlem, #12	4.32	0.00	0.30	0.00	0.79	5.41
Roosevelt	Poplar, #9	5.64	0.20	0.00	0.00	0.00	5.84
	Wolf Point, #45	13.20	0.85	0.00	0.00	8.19	22.24
Hill	Havre, #16	15.94	0.00	0.00	0.00	0.00	15.94





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